

## LOOKING BACK AND FORWARD INTO TEACHER TRAINING – THROUGH THE EYES OF GRADE SCHOOL TEACHERS

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Several international surveys highlighted that the Hungarian educational system performs poorly in recent years (PISA, 2016; OECD TALIS, 2011; Csapó, 2016). According to relevant Hungarian and international studies, the effects of teaching performance is most emphatic among the factors influencing the educational system (Sági, 2011). It also means that researching and developing teacher training could be an effective measure in this situation. The aims of this action research are based on two dimensions. Our interest was focused on the strengths of teacher training on the one hand, and we wanted to get an insight into the needs for development on the other hand. In order to reach our aims, we have chosen as our sample of grade school teachers the graduates of one Hungarian teacher training institute (N=103). We assumed that grade school teachers are expecting structural and content changes more than methodological reforms. Furthermore, they would consider practical reforms to have a more pronounced role. We also hypothesized that there are differences regarding development needs based on teaching experience. As the other dimension of our study, we analysed the respondents' beliefs about efficiency. Here we also considered the practicum as more important in the efficiency in pre-service training. We thought that it has a stronger influence on general satisfaction with the training. Among the subjects preparing for instructional activities, we expected mathematics and reading to be considered the most useful courses. For examining these hypotheses, we used an on-line questionnaire (68 items). The reliability (Cronbach's alpha) was .78. Using SPSS software, we mostly applied ANOVA, correlation analysis and regression analysis. Regarding the hypotheses of the first research question, we can conclude that most of the respondents would primarily require the improvement of the practicum in teacher training, even though there are some differences between experienced and early-stage educators. Regarding the content of the changes, teachers think that there are needs for development in both areas and slightly stronger needs emerged at the macro level of teacher training improvements. Not surprisingly, grade school teachers found the practicum the most effective part of their training. However, this result did not mean that it was the only or the strongest influence regarding general satisfaction with the training program. Among subjects, mathematics and reading courses proved to be the most effective in the training program. This study highlights the importance of the practicum, and also its place in teacher training curricula. In order to make extensive conclusions about Hungarian teacher training, and to highlight on the main focal points of development, it would be worth researching this topic in more institutes at the national level.